

of imposing somewhat upon your good nature, I cannot close this paper without giving utterance to one or two other remarks which seem called for at a meeting of Teachers in the County of Wellington. You have been told, again and again, that we live in a transition age, and in the Scientific Era. Our lines are drawn in places and in the midst of things unknown to our forefathers. Each new day seems to be pregnant with some fresh discovery. The Man of Science has gone forth from his study and taken possession of the workshop. The whole world is in commotion in its efforts to cast off the Old and assume the New. Everything is done by rule, but it is no longer the rule of thumb.¹ Fixed laws, immutable truths, scientific facts are the bases of our action, even if we do not always know or acknowledge them, where guess, and conjecture, and chance not long ago prevailed. We are leaving the worn ruts, deep mud-holes and rock-obstructed paths of the Past, for the smooth road-bed and easy progression of the Future. Every workman of to-morrow will know more than the philosopher of yesterday, if our schools and schoolmasters do with ordinary diligence the work which we have a right to expect from them. There never was a time in the world's history when schoolmen had better chance to make their teachings practically useful. But to be able to teach it is necessary to know, and it is the bounden duty of every educator to keep abreast of the wonders in physical discovery which distinguish the present. To do that is to go ahead of the text-book, to see as well as to read, to enquire, to examine, and to take notes of all that is passing around you. Omit no opportunity, therefore, to acquire all sorts of knowledge other than that which is contained in your duly authorized Manuals. Read magazines and newspapers; make yourselves familiar with the thoughts, the inventions, the history of to-day; visit manufactories and public institutions; learn something of the laws by which your country is actually governed, as well as of those which are said to control the universe; live in the world, be of the world, thoroughly know the world; pick up, and stow away any scrap of information which comes within your reach, for in turn every shred will have its use; and bear in mind that you are, in great part, the moulders of future citizens, and that the most useful average member of a community is the man who possesses the largest share of general knowledge. As one of the means to the desirable end which you should ever keep in view, convert your school-room into a museum of things useful as object lessons to those under your care. Every neighborhood contains some novelty, some curiosity, valued simply as an ornament, or valueless as a piece of household lumber, but which may serve to illustrate a lecture on Natural History, or Mineralogy, or Archæology, or some kindred subject. Ask for these in the public name, and you will find many men and women willing to help on the public good either by loan or gift of the desired article. How much may be done in this manner is illustrated by the growth of the School Museum in Elora, which has already acquired a Provincial reputation. Compared with Provincial institutions of similar character, it cannot be described as extensive, but it already occupies a room as large as some school-rooms in this county, and has hundreds of objects crowded for space, and of which the classification is consequently carried out with difficulty. That collection has cost little, comparatively, in the shape of pecuniary assistance, but much in the